Selection Criteria

Criteria for site selection include:

Administrative Leadership

Inclusion in the NSIG project requires full support and active participation of an administrator of the district.

The paramount task of the administrator is to build the capacity of the school and staff to handle the difficult demands of change. Moreover, staff will find innovation and improvement more engaging and more deeply satisfying when administrative leadership models the way (Fullan, 1991).

Evidence of Commitment

To be considered for inclusion in the NSIG project, prior requisite training in Positive Behavior Support (PBS) must be evident.

Leadership Composition

Leadership team composition is specifically outlined to include 8 required positions: 1) LEA administrator, 2) general education teacher, 3) special education teacher, 4) parent of a child with a disability, 5) parent of a child without a disability, 6) school psychologist or counselor, 7) community member, and 8) agency member.

Leadership requires engaging those to face the challenges, to adjust the values, to change the perspectives, and to develop new habits of behavior. The adaptive demands of leadership require us to share the responsibility among those impacted by the change (Heifetz, 1994).

Critical Mass

There must be evidence of commitment of at least 80% of the school staff in support of school-wide Positive Behavior Support (PBS).

Commitment to State Training Plan
(Full Team Participation in the Leadership Development Institute)

To be included in the NSIG project, a school must commit a Leadership Team to participation in continuous and strategically aligned professional development in scientifically research-based behavioral and instructional strategies. Participating schools commit to full Leadership Team participation in the Leadership Development Institute (LDI) provided by the State NSIG training project.

Effective professional development focuses on five goals:

1. *Improve all students' learning*
2. *Improve teacher effectiveness*
3. *Set high standards for teachers*
4. *Promote continuous staff learning*
5. *Enhance staff intellectual and leadership capacity*

(Hassel, 1999).

Commitment to NSIG Evaluation

The NSIG project includes a rigorous multifaceted evaluation system. The expectation of participating sites is full participation in all phases of the evaluation process for the duration of the life of the NSIG project.

Evaluation design must be based upon intended outcomes of the project. A variety of factors must be assessed as part of a thorough evaluation system.   Those factors must include the content of professional development, the quality of the trainings, the nature of follow-up, and the effect on school culture and level of implementation (Cook & Fine, 1997).

Agreement to Mentor

Participating sites agree to assist other schools in the adoption, implementation, and evaluation of scientifically research-based practices in positive behavior supports and instructional strategies.

References

Cook, C.J., & Fine, C.S. (1997). Critical issue: Evaluating professional growth and development. [online] Available: www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd500.htm

Fullan, M. G. (1991). The meaning of educational change. New York: Teachers College Press.

Hassel E. (1999). A toolkit for schools and districts based on model professional development award winners. Oak Brooke, IL: North Central Regional Educational Laboratory.

Heifetz, R. A. (1994). Leadership without easy answers. Cambridge, MA: Harvard University Press.